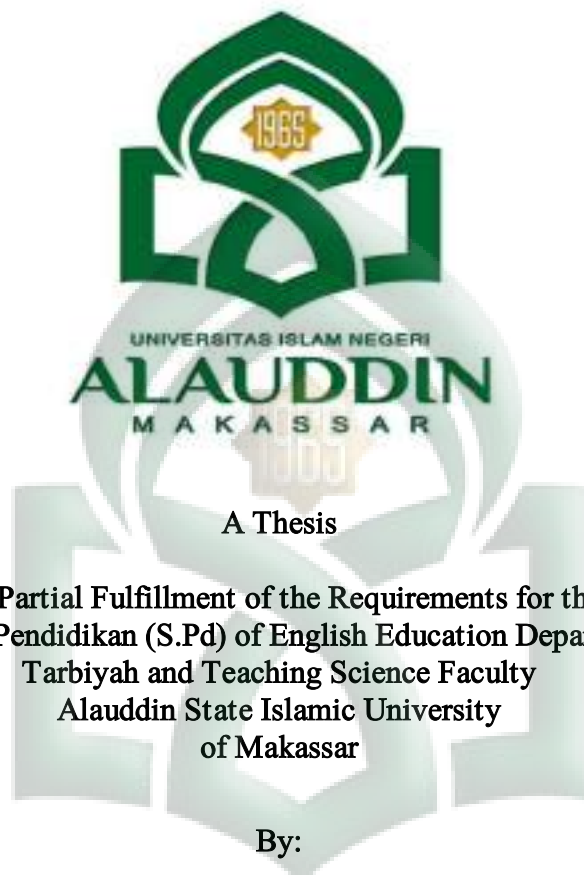


# **CODE MIXING ANALYSIS IN ENGLISH TEACHING LEARNING PROCESS AT SENIOR HIGH SCHOOL 1 TAKALAR**



**A Thesis**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd) of English Education Department  
Tarbiyah and Teaching Science Faculty  
Alauddin State Islamic University  
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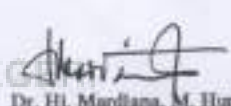
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillah RabbilAlamin*, the researcher would like to express her deepest gratitude to the almighty Allah S.W.T. the only provider, the most merciful who gives her guidance, inspiration and good health for all time to conduct the writing of this thesis. Also *Shalawat* and *Salam* are always delivered to the great Prophet Muhammad saw who has brought us from the darkness to the lightness.

During the writing of the thesis, the researcher received much assistance from a number of people, for their valuable guidance, correction, suggestion, advice and golden support. Without them, the writing of this thesis would never be possibly completed. Therefore, the researcher would like to express the greatest thanks and appreciation for the writer's beloved parents, **Syamsuddin Dg. Rowa** and **Salmah Dg. Kebo** who always motivate, educate, support, and pray for the writer's success.

1. **Prof. Dr. H. Musafir Pababbari, M.Si** as the Rector of Alauddin States Islamic University of Makassar.
2. **Dr. H. Muhammad Amri, Lc., M.Ag** as the Dean of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar.
3. **Dr. Kamsinah M.Pd.I** and **Sitti Nurpahmi, S.Pd., M.Pd** as the Head and secretary of English Education Department of Tarbiyah and Teaching

Science Faculty of Alauddin State Islamic University of Makassar. The researcher would like to express her gratitude to them.

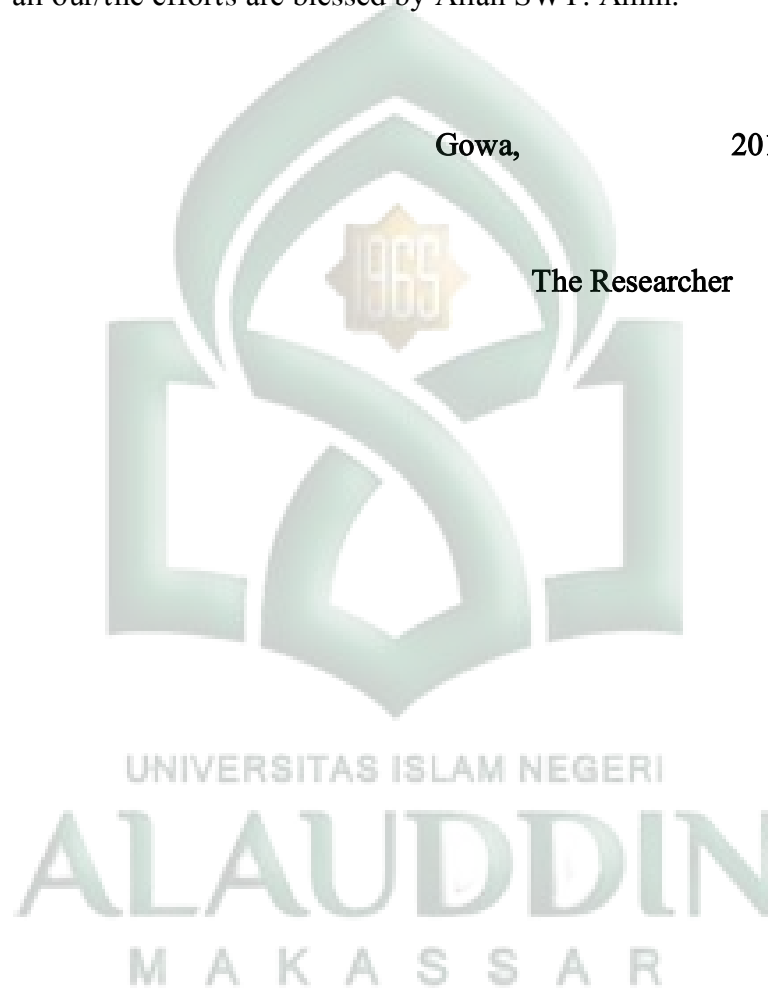
4. **Dr. Hj. Djuwairiah Ahmad, M.Pd., M.TESOL.** as the first consultant and **Dr. Hj. Mardiana, M. Hum.,** as the second consultant who had given the researcher guidance, correction and support since the preliminary stage of manuscript until the completing of this thesis writing. Then, the researcher' lecturer in research lesson, **H. Jemma, S.Pd.,M.Pd.** thank for all the knowledge and guidance about research.
5. **Drs. H. Muh. Ali, M.Pd** as the headmaster of Senior High School 1 Takalar, **Sahwati S.Pd** as the English teacher in the first grade of Senior high School 1 Takalar, and the students of class VII-Language of Senior High School 1 Takalar in the 2016/2017 academic year who had helped the researcher willingly to involve in this research.
6. **Hidjrana Ibrahim, Jumsriyanti, Marniati Pratiwi, Junaeda Fatisari, Hasrawati Yunus** and all friends as the researcher's classmates in English Education Department PBI 3 and 4 (Academic Year 2011). Thank for your friendship and togetherness during her study and suggestion to the researcher. Also, for my husband **Abd. Jafar, S.Pd** thanks for your support. For all people who help and those whom the researcher cannot mention one by one.

The researcher realizes that, the writing of this thesis is far from the perfectness. Remaining errors are the researcher's own; therefore, constructive criticism and suggestions will be highly appreciated. Finally, willingly the writer prays, May all our/the efforts are blessed by Allah SWT. Amin.

Gowa,

2016

The Researcher



## LIST OF CONTENTS

PENYATAAN KEASLIAN SKRIPSI.....	i
PERSETUJUAN PEMBIMBING .....	ii
PENGESAHAN SKRIPSI.....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF CONTENT .....	vii
LIST OF TABLES .....	ix
LIST OF FIGURES.....	x
LIST OF APPENDICES .....	xi
ABSTRACT .....	xii
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Focus of Problem .....	3
C. Research Objectives.....	4
D. Research Significance.....	4
E. Research Scope .....	5
F. Operational                      Definition                      of Terms.....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Some Previous Research Findings.....	7
B. Some Partinent Ideas .....	8
1. Bilingualism and Multilingualism.....	8
2. Code.....	10
3. Code mixing.....	11
4. Types of Code-mixing.....	13
5. Reasons and Factors for Code-mixing.....	13
6. Code-Mixing in the Classroom.....	14



C. Theoritical Framework.....	16
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### **CHAPTER III RESEARCH METHOD**

A. Research Design.....	17
B. Research subject.....	17
C. Research Instrument .....	17
D. Collecting Data Procedure.....	21
E. Data Analysis Technique.....	22

### **CHAPTER IV FINDING AND DISCUSSION**

A. Findings.....	24
B. Discussion .....	35

### **CHAPTER V CONCLUSSION AND SUGGESTION**

A. Conclussion.....	40
B. Suggestion.....	41

### **BIBLIOGRAPHIES**

### **APPENDICES**



## LIST OF TABLES

Table 3.1 The questionnaire.....	18
Table 3.2 Indicator Blue Print of students' perception on code mixing.....	20
Table 4.1 Types of Code Mixing.....	24
Table 4.2 Student's Perception on Code Mixing.....	30



## LIST FIGURE

2.1	Theoretical Framework.....	16
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## LIST OF APPENDICES

Appendix 1	Observation Sheet.....	46
Appendix 2	Questionnaire for students.....	48
Appendix 3	Teacher's Utterances That Contain Code Mixing.....	50
Appendix 4	Result Of Interview.....	60
Appendix 5	Daftar Siswa.....	62

Nama



## ABSTRACT

**Thesis** : “Code Mixing Analysis in English Teaching Learning Process at Senior High School 1 Takalar”  
**Year** : 2016  
**Researcher** : Khairunnisa  
**Supervisor I** : Dr. Hj. Djuwairiah Ahmad, M.Pd., M.TESOL  
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This research investigated the use of code mixing by the teacher in English teaching learning process at language class the first grade of SMA 1 Takalar. The study aimed 1) to show the types of code mixing used by the teacher in English teaching learning process in language class the first grade of SMA 1 Takalar. 2) to describe the reasons of the teacher in using code mixing in English teaching learning process at language class the first grade of SMA 1 Takalar. 3) to describe the students' perception on code mixing used by the teacher in English teaching learning process at language class the first grade of SMA 1 Takalar.

This research applied qualitative quantitative design. The data was taken from the classroom observation and interview with the teacher to know the teacher's reason using code mixing in English teaching learning process and to obtain the data regarding students' perception toward code mixing that the teacher used, the researcher used questionnaire. The data was analyzed based on the types of code mixing by Hoffman's theory and used questionnaire which is adopted by weng and shi.

The results showed that there are three types of code mixing consisting of 99 utterance (data), 55 data of intra sentential code mixing, 33 of intra lexical code mixing and 11 of involving a change of pronunciation. There are four reasons of using code mixing in English teaching learning process; Students have low level in English, making joke, more relaxed and habit. For students' perception, most of them agreed that using code mixing in English teaching learning process is necessary to help them understand the complex content and the teaching learning process can run well.

*Key words: Analysis, Code Mixing and Teaching Learning Process*

## CHAPTER I

### INTRODUCTION

#### *A. Background*

At present, there are so many people who master more than one language. The languages which are usually mastered well by people are their mother tongue or native. According to Muin, people who use two or more languages are called bilingual or multilingual. Many people in the world routinely use two or more languages in their daily life. This also happens to the Indonesian people who are multilingualism. Indonesian people master at least the Indonesian language that is Bahasa Indonesia and their local language.

The fact that people can use more than one language encourages them to mix code whenever they speak. According to Abdullah (2011) the condition where people use two or more languages in the same sentence or discourse is called code mixing.

Code mixing can be seen in spoken and written language. Code mixing in written language can be found in newspaper, magazine, novel, etc. The code mixing can also found in spoken language such as radio program, Television program, teaching and learning process. Students and the teachers often use code mixing in teaching and learning process. It is something natural when it happens in teaching and learning process, because the teachers and the students are Indonesian people while English is a new or foreign language for them.

According to Spolsky (1998) people often develop code mixing when they learn a new language. When they speak, they often use many words from their new language in their old language because they speak to know both languages, the case above is same as the students' and the teachers' classes. They often mix their code in their utterance in teaching and learning process and use many words from their new language in their previous language.

In a study conducted by Abdullah (2011) Indonesian English code mixing produced by the students of pesantren IMMIM Putri Pangkep had analyzed. There were 22 students acted as respondents and there were 114 sentences obtained from spies' note during about 4 weeks. The finding of this study has shown that in Indonesian sentences sometimes inserted English words or English phrases. The students also were very creative in using the English word and then combined it by using Indonesian affixes. Some English words used in Indonesian sentences are not involved either in Indonesian or English grammar, it seemed that they were influenced by Indonesian grammar.

The researcher who is the student of English Education Department often mixes their language too in her utterance when she was speaking either in formal situation (in the classroom during the teaching and learning process) or informal situation. But the researcher did not know that in her utterance there was a language phenomenon namely code mixing. This phenomenon is not only experienced by the researcher but also the teacher at language class in the first

grade in SMA 1 Takalar. She often uses code mixing in teaching and learning process.

Drive from the problem and some theories above, the researcher wants to know more about code mixing phenomenon in teaching and learning process. So in this study entitled “Code Mixing Analysis in English Teaching Learning Process of Senior High School One Takalar” the researcher wants to analyze the type of code mixing that will be used by the teacher in English teaching and learning process at language class in the first grade of SMA One Takalar based on Hoffman’s theory, they are: intra sentential code mixing, intra lexical code mixing and involving a change of pronunciation. Then, the researcher will try to find the reason why the teacher uses code mixing in teaching and learning process and what are the students’ perceptions on code mixing used by their teacher. So, through this study, the researcher hopes that the teacher can realize that using code mixing in classroom could affect the teaching learning process.

#### ***B. Focus of problem***

In this study, the researcher focuses her attention on the following problems:

1. What types of code mixing are used by the teacher in English teaching learning process at Language Class in the First Grade of SMA 1 Takalar?



2. What reasons does the teacher have in using code mixing in English teaching learning process at language class in the first grade of SMA 1 Takalar?
3. What are the students' perceptions on code mixing used by the teacher in English teaching learning process at Language Class in the First Grade of SMA 1 Takalar?

### ***C. Research Objectives***

Based on the problem statements above, the researcher aims:

1. To show the types of code mixing used by the teacher in English teaching learning process in Language Class in the First Grade of SMA 1 Takalar.
2. To describe the reasons of the teacher in using code mixing in English teaching learning process at Language Class in the First Grade of SMA 1 Takalar.
3. To describe the students' perception on code mixing used by the teacher in English teaching learning process in Language Class in the First Grade of SMA 1 Takalar.

### ***D. Research Significances***

The benefits that can be gained from this research are both theoretical and practical benefits. The theoretical benefits; this study is expected to give

contribution for the English Education, especially related to the use of code mixing in English teaching learning process.

The practical benefits of this research are for teacher, for students, and for researcher. Through this research, the teacher can recognize the types of code mixing, her students' perception on code mixing that she used in English teaching learning process and choosing a good strategy in teaching English as a foreign language. Through this research, the students can realize that actually English has become a common language nowadays which is often used in daily activities by mixing Bahasa Indonesia into English and the students know about their teacher's reason used code mixing in English teaching learning process and as a student in English Education Department in Tarbiyah and Teaching Science Faculty, this research can be one of the references for the researcher to choose a better strategy in teaching English.

#### ***E. Research Scope***

The researcher focused her research on Indonesian-English code-mixing used by the teacher in her utterance in English teaching learning process at Language class in the first grade of SMA 1 Takalar.

#### ***F. Operational Definition of Terms***

The title of this research is "Code Mixing Analysis in English Teaching Learning Process of Senior High School One Takalar". In understanding the topic of this research easily, the writer would like to present the definition of key terms, they are:

Analysis can be defined as a study of the planes complex of procedure to decide the quick, the most efficient order for carrying out the procedure and it is about how to explain something in detail literary work element.

Code mixing is a language phenomenon where the speaker uses two or more languages in a single utterance, one language is normally more dominant and the second language is just an addition.

Teaching and learning process is a process that contains a series of actions of teachers and students on the basis of the reciprocal relationship that takes place in an educational situation to achieve certain goals where the interaction and relationship between teachers and students is a key for the continuity of teaching and learning process.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Research Findings*

There are some researcher that have studied about the code mixing Analysis. They are Kia, L.S and friends (2001), Andoni, A. N. (2014), Prastyawan, R. E (2012) and Rukh and friends (2012).

Kia, L.S and friends (2001) have conducted a study entitled “Code-Mixing of English in the Entertainment News of Chinese Newspapers in Malaysia” in their study, it was found that some various English words were mixed into the sentences in Chinese. The most commonly used parts of speech in the sentences is noun, followed by proper noun, adjective, verb, and abbreviation.

Then Andoni, A. N. (2014) in his study entitled “An Analysis of Code Mixing used by lecturer and students in teaching and learning process of

advanced speaking class in English Education Department in Muria Kudus University” in this research, the writer found some forms of code mixing, they are: form of word, phrase, clause, word reduplication, and idiom. Then, the functions of code mixing used by lecturer and students those are functions of informational, expressive, directive and phatic.

Meanwhile, Prastyawan, R. E (2012) in his study entitled “Code Mixing and Code Switching Used by Teachers in SMAN 16 Surabaya” has showed that there are two kinds of code mixing occurring in the class activity, they are: word type and phrase type and the commonly reason of the teacher used code mixing is the students did not understand well when the teacher did not mix their language (Indonesian-English) in teaching and learning process.

The last is the study have conducted by Rukh and friends (2012) “Students’ Attitudes towards Teachers’ Code-Mixing/Code-Switching to L1 and Its Influence on Their L2 Learning: A Case of Business Students in Sargodha”. This case study was exploratory in nature and it targets business students’ attitudes towards teachers’ code-switching/code-mixing to L1 and its influence on their overall L2 learning. Quantitative as well qualitative research design was adopted for the present study. Study has incorporated Close-ended and open-ended questionnaire to collect the data and from the findings of the research, it concludes that, business students have a positive attitude towards teachers’ code-switching/code-mixing and this phenomenon has a positive effects on L2 learning of the business students.

## ***B. Pertinent Ideas***

### **1. Bilingualism and Multilingualism**

Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. According to Wardhaugh in Cakrawarti (2011) the phenomenon of people having more than one code (language) is called bilingualism or multilingualism. Asror (2009) stated that bilingualism refers to the use of two languages which can involve four skills namely speaking, understanding, writing and reading. Bilingualism is defined here as the ability to use two languages in varying degrees of proficiency and in different contexts, such as reading, writing, listening, and speaking.

Suwito in Purnamasari (2012) argues that bilingualism is not language phenomenon, it is the characteristic of the language usage. This is not code characteristic, but characteristic of expression. It is not language but parole. He argues that one of the bilingualism characteristic is the use of languages by a speaker or a group of people, but those languages do not play separated roles in speech community".

Harley (in Muin 2012: 7) argues that bilingualism refers to the use of two languages by individual of speech community, if a speaker is fluent in two languages, they are said to be 'bilingual'. The commonly held image of bilingual person is one brought up in such cultures where they are exposed to two languages from birth. It is not necessary for them to be equally fluent, but they should be very competent in the second language.

While Sridhar (in Abdullah, 2011) states that multilingualism can be studied both as an individual phenomenon, issues such as how one acquires two or more languages in the childhood or later how these languages are represented in the mind and how they are accessed for speaking and writing and for comprehension become central. When it is viewed as a societal phenomenon, one is concerned with its institutional dimensions that is with issues such as the status and roles of the languages in a given society attitudes toward languages, determinant of language choice, the symbolic and practical uses of the languages, and the correlations between language use and social factors such as ethnicity, religion, and class.

Muin (2012: 19) defines “multilingualism as the use of more than one language by a single individual or community”. According to Fishman in sociolinguistics, bilingualism is the usage of two languages by a speaker in his/her communication with each other where the speaker absolutely must understand those two languages. The first one is his/her mother tongue and the second one is the other language which becomes his/her second language while according to Jendra monolinguals are communities who the members speak in one language in their daily communication. Then, he adds that bilinguals are not monolinguals people but they speak in two languages in their daily communications.

The differentiation among monolingual, bilingual, and multilingual can be described as follow; when someone speaks in one language in communication, she/he is called monolingual. Then, when someone speaks in two languages in

communication, she/he is called bilingual. And the last one is when someone speaks in more than two languages, she/he is called multilingual.

## 2. Code

In everyday interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. Ayeomoni (2006) says that code will be taken as a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language. Then, Wardhaugh in Asror (2009) states that a language or variety of a language is as a code. He also states that the term of code refers to each kind of system used to communicate by two or more speakers. Therefore, he considers “code” as a neutral term used to indicate or refer to the language or style used by the speaker. While, Purnamasari (2012) argues that in communication, code is a rule for converting a piece of information (for example a letter, word, phrase, or gesture) not necessary of the same type.

The use of different codes depends on the variability of the language of the language and the specification of the uses in a multilingual society. A speaker chooses different codes for particular occasions. Wardaugh in Cakrawarti (2011) also maintains that a code can be defined as “a system used for communication between two or more parties used on any occasions.” When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. Therefore, people are usually required to select a particular code whenever they choose to speak, and they may also



decide to switch from one code to another or to mix codes, sometimes in very short utterances and it means to create a code.

### 3. Code Mixing

According to Claros and Isharyanti (2009) code mixing also called intra-sentential code switching or intra-sentential code-alternation, it occurs when speakers use two or more languages below clause level within one social situation and according to Ho (2007) code-mixing is the change of one language to another within the same utterance or in the same oral/written text. It is a common phenomenon in societies in which two or more languages are used. On the other hand (Myers-Scotton, and friends in Ho (2007) state that studies of code-mixing enhance our understanding of the nature, processes and constraints of language and of the relationship between language use and individual values, communicative strategies, language attitudes and functions within particular socio-cultural contexts.

Another explanation for code mixing is defined by Wardhaugh in Celik (2003). He says that code-mixing can be defined as a phenomenon in which a word or an expression from one language is used in a group of words whose structure belongs to another distinct language. Then, Holmes (in Prastyawan, 2012) suggest that code mixing occurs when the speaker combine their codes randomly or may be because of insufficiency and according to Kamwangamalu (1989) code-mixing as the intrasentential use of linguistic units from two or

more languages by a bilingual speaker within the same situation. The linguistic units referred to here may be morphemes, words, phrases, clauses, or sentences.

In addition, Bhatia and Ritchie in Kia (2011) define code-mixing refers to the mixing of various linguistic units (words, phrases, clauses, and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech event. In other words, code-mixing is inter-sentential and may be subject to some discourse principles. It is motivated by social and psychological factors”.

#### 4. Types of Code-mixing

Muysken (in Claros and Isharyanti, 2009:69) defines three types of code mixing: insertion, alternation, and congruent lexicalization. In his view, insertion occurs when lexical items from one language are incorporated into another. Alternation, occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level and congruent lexicalization, which refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language.

While Hoffman in Luke (2015) categorizes code-mixing into three types: Intra-sentential, intra-lexical, and involving a change of pronunciation. In line

with Abdullah in his book, she states that there are three types of code mixing, they are; Intra sentential code mixing. In this type the English words or phrases which are found in Indonesian sentences consist of nouns, verbs, adjective, phrases. The second is Intra lexical code mixing. In this type, the speaker mixes their language by using English words and then combines with Indonesian grammatical forms. The last is involving a change of pronunciation, this kind of code mixing occurs at the phonological level, as when the speaker say in English word but modify it to Indonesian phonological structure.

#### 5. Reasons and Factors for Code-mixing

Code-mixing may occur for a number of reasons. Grosjean (in Eunhee: 2006) suggests some reasons for code mixing. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Also, their interlocutors, situations, messages, attitudes, and emotions generate code-mixing. Then, Hoffman in Asror (2009: 16) state that there are some reasons to Code-mix such as:

- If an item has been acquired in one language but not yet in the other, the child may use the one device he/she has available to express a certain lexical or grammatical meaning.
- If an item temporarily unavailable, the subject is likely to resort to an equivalent form in the other language or what he/she thinks one.
- If an item is more complex, or less silent, in one language, the young bilingual may make use of the corresponding one from the other.

- If the child exposed to mixed input he/she will often respond with mixed production.

Hoffman in Asror (2009: 16) presents the factors from his point of view that cause to Code-mix. There are at least three factors:

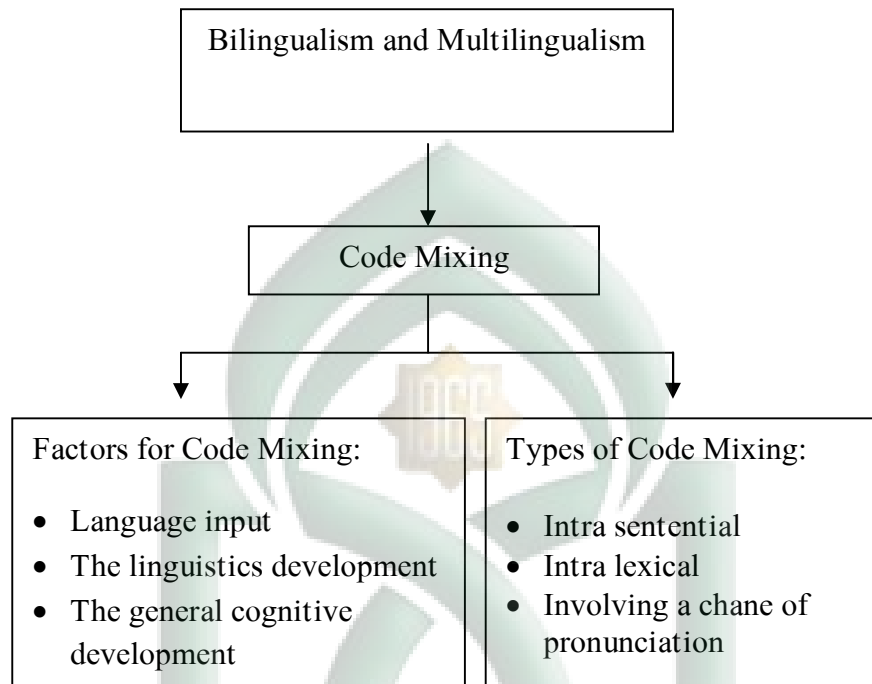
- 1) Language input
- 2) The linguistics development, and
- 3) The general cognitive development.

#### 6. Code-Mixing in the Classroom

Empirical studies have demonstrated that it is quite difficult to find classroom discourse fully in a single language, other languages understood by the speakers may be used, thus, switching and mixing between the languages are common (Martin and friends in Arifin and Husin 2011). According to Abdullah (2011) most research on teacher code mixing has been originated in context quite different in from English Foreign Language (EFL) classroom.

English is taught in Indonesia mainly as a subject at school and seldom practiced in the broad social environment. Most English language teachers are native speakers of Indonesian and they vary considerably in terms of their mastery of the English language. In particular, we should bear in mind that these foreign language teachers perhaps should not be regarded as true bilinguals who can choose freely between different codes or languages. Instead, they are more accurately monolingual individuals who have skill and knowledge in a foreign language and whose task is to teach this language to the monolingual learners.

### *C. Theoretical Framework*



Bilingualism and multilingualism is the phenomenon of people having more than one code (language). The condition where people having or able to speak more than one language encourage them to mix their Language whenever they speak and the condition where people mix two or more languages in the same sentence or discourse is called code mixing. Based on the theory from Hoffman, there are some factors for code mixing. They are: Language input, the linguistics development and the general cognitive development. While, the types of code mixing are intra sentential, intra lexical and involving a change of pronunciation. In this research, the researcher analyzed the types of code mixing based on Hoffman's theory.



### CHAPTER III

#### METHOD OF THE RESEARCH

##### *A. Research Design*

The choice of data collection methods is contingent on the research questions and aspects of the research which are of interest to the researcher. Therefore, the method of data collection is determined by the types of data that need to be collected in order to answer the research questions (Matthews & Ross in Selamat, 2014: 41). In this study, both qualitative and quantitative methods were applied to respond to the questions of the current study. Data was collected

from multiple sources in order to obtain a better understanding of the code mixing in English teaching learning process.

### ***C. Research Subject***

According to Arikunto (2013) human and thing can be classified as a subject of research. The subject of this study is as a source of data, she is the teacher who teaches English subject in language class at first grade of Senior High School One Takalar and the students who are from language class at first grade of Senior High School One Takalar.

### ***D. Research Instrument***

#### **1. Observation Sheet**

The researcher used the observation sheet to observe the teacher during the teaching learning process to get temporary data regarding the forms of code mixing used by the teacher.

#### **2. Recorder**

In this study, the recorder was used to record the teacher's speech or utterance during the teaching learning process in the classroom start from beginning until the end of class.

#### **3. Interview guided**

Interview guided was used by the researcher to interview the teacher to obtain the data regarding the teacher's reasons use code mixing in her utterances in teaching learning process.

#### 4. Questionnaire

To obtain students' perceptions toward code mixing used by the teacher, the researcher used a questionnaire. The questions on the questionnaire are adopted from a study conducted by Weng and Shi.

Table 3.1. The questionnaire from weng and shi (Students' perception to the use of code-switching in the class):

Question 1: Do you like your teacher use Chinese in this English course?

- a. Not at all
- b. A little
- c. sometimes
- d. Very much

Question 2: In your opinion, when do you think Chinese is necessary in the English learning class?

- a. Define new vocabulary
- b. Practice translation
- c. Explain complex grammar rules
- d. Explain complex contents
- e. Provide instruction
- f. Suggest how to learn English efficiently

Question3: If you think using Chinese is necessary, what is the major reason?

- a. Understanding complex concepts
- b. Understanding new vocabulary
- c. Reducing anxiety



d. Catching up with the class procedure

Question 4: Do you think it is helpful to use Chinese in the English learning class?

a. No

c. Much

b. A little

d. Very much

Question 5: How often did the teacher use Chinese in this class?

a. Always

c. Sometimes

b. Often

d. Never

Question 6: In your opinion, what is the percentage should the teacher use Chinese in class?

a. 20%

c. 60%

b. 40%

d. 80%

Others: . . . .

Table 3.2. Indicator Blue Print of students' perception on code mixing

Variable	Sub variable	Indicator blue print
		<ul style="list-style-type: none"> <li>Students' opinion on mixing Indonesian and English by teacher in teaching English subject in classroom.</li> <li>Necessary moment for the teacher to mix Indonesian and English in classroom.</li> </ul>

Perception on code mixing	Students' perception on code mixing used by the teacher in classroom	<ul style="list-style-type: none"> <li>• The main reason of students think that code mixing is necessary used by the teacher in classroom.</li> <li>• Students' level of understanding on their lesson when the teacher only use English in classroom.</li> <li>• Students' level of learning when teacher mix Indonesian and English in explaining the content of material in classroom.</li> <li>• Level of usefulness of mixing Indonesian and English by the teacher in classroom.</li> <li>• Level of frequency teacher mix Indonesian and English in classroom.</li> <li>• The percentage should the teacher mix Indonesian and English in classroom</li> </ul>
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#### ***E. Collecting Data Procedure***

In this study, the procedure of collecting data as follows:

##### **1. Observation**

Observation is in some part an intuitive process that allows individuals to collect information about others by viewing their actions and behaviors in their natural surroundings (Arhar, Holly, & Kasten,) in Robin and McClure (2002). The data has collected through participation

observation. The participation was conducted for getting some utterances from the teacher in the classroom. The researcher asked permission to join in the class and the researcher observed the class for 90 minutes or 2xJP. During observation, the researcher recorded the utterance of teacher by using a video recorder and voice recorder and at the same time the researcher filled the observation sheet by giving checklist and written text.

## 2. Interview

Interviews are basic fact-finding interactions where one individual asks questions while another responds (Robin and McClure: 2002). Using Interview is suitable for research that requires several types of information (Wray & Bloomer in Hourani and Hafizah, 2013:42). In this study, the researcher used unstructured interview in which researcher did not use structured interview guide that has been systematically and fully equipped for data collection. The question for unstructured interview guided is “what is your reason for using code mixing in teaching learning process?”.

## 3. Giving questionnaire

According to Robin and McClure (2002) Questionnaires generally consist of open- or closed-ended questions, or items that measure facts, attitudes, or values. In this study, the researcher used a questionnaire to collect the data regarding student’s perception toward using code mixing by the teacher in teaching learning process.

## ***F. Data Analysis Technique***

Data that obtained from the sample through the instrument selected by the researcher was used to answer the research problem statement. Therefore, the data needs to be studied and analyzed in order to have meaning to solve the problem. In analyzing the data, the researcher employed these steps:

The flow model consists of three components, namely:

1. Observation and interview, data that obtained by observation and interview were processed by using the flow model proposed by Miles and Huberman (Gani, 2011: 27) they are data collection, data reduction, data display, and verifying.

- a. Data reduction

In this step the data that has been obtained by observation and interview was selected based on the researcher purposes and continued by making a set of classification and omitting the irrelevant data to be analyzed.

- b. Data Display

The results of data analysis were presented using two methods, namely informal and formal method. The informal method was done through describing or warding them and the formal method was performed through tables. The writer chose them because the writer in presenting the data analysis result used the sentences to explain clearly and used table to easier the reader to understand the data analysis result.

- c. Conclusion drawing/verification

The last step is drawing conclusions or verification. The result of the analysis was concluded after constructing the concepts related to the research focus. The data was described by using researcher own sentences.

2. Questionnaire, data that obtained by questionnaire was calculated with the following formula that adopted by Ulya (2015):

Percentage:

$$P = \frac{F}{N} \times 100 \%$$

Where: P = percentage

F = frequency

N = total number of students.

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## CHAPTER IV

### FINDINGS AND DISCUSSION

#### *A. Findings*

**1. The Forms of Indonesian-English Code Mixing used by the teacher in English Teaching Learning Process at Language Class in the First Grade of SMA 1 Takalar**

The followings are some forms of English words and phrases used in Indonesian sentence appeared in utterance. These forms can be seen in intra-sentential. The English words used in code mixing are influenced by Indonesian grammar as intra-lexical code mixing. When the students say an English word, they modify it to Indonesian phonological structure involving a change of pronunciation part. The following table shows the complete feature of the forms of Indonesian-English code mixing.

Table 4.1      Types of Code Mixing

No	Types of Code Mixing	Quantity	Duration
1	Intra sentential	55	2x 45 minutes
2	Intra lexical	33	
3	Involving a change of pronunciation	11	
Total		99	90 minutes

From the table above, it was found that the most commonly occurring items involved in Indonesian-English code mixing produced by the teacher during teaching learning process at language class in the first grade of SMA 1 Takalar was Intra Sentential Code Mixing, there are 55 (55,55%) utterances of

the data that consist of noun, adjective, verb, adverb, preposition and phrase, then followed by intra-lexical code mixing, there are 33 (33,33%) utterances that consist of English word with adding prefix -di, prefix -meng and enclitic -nya and 11 (11,11%) utterances for involving a change of pronunciation. The types of code mixing that is found in teacher's utterance will be described as follows:

#### 1) Intra Sentential Code Mixing

The title of the material itu adalah....(data no. 03)

Siapa yang mau *explain*? (data no. 04)

*Tense* yang di atas itu adalah...(data no.07)

*Next*, siapa yang bisa? (data no. 08)

*There* opini lain? (data no. 19)

*Together* nah! (data no. 93)

From the examples above, the English words or phrases which are found in Indonesian sentences consist of noun, verb, adjective, adverb, pronoun and phrase. All of the examples above were used to complete her sentences. Actually all of the words above can be translated into Indonesian, but the teacher at Language Class in The First Grade of Senior High School 1 Takalar used these words into Indonesian sentences although they know that these words have Indonesian translation.

#### 2) Intra Lexical Code Mixing

Ada bentuk *nomina*nya tidak? (data no. 13)

Jadi di*memorize* sayang nah! (data no. 26)

Pernah *mengidentify* bentuk teks toh? (data no. 40)

The teacher sometimes mixed her language by using English words and then combined with Indonesian grammatical forms. For example the data no. 13, the word nominal is an English word but the teacher add enclitic *nya* after the word. Darwin in Abdullah (2011: 158) stated that “there are three criteria showing that the form-*nya* is not suffix but enclitics, namely: (1) *nya* can substitute pronoun for the third person if its function as complement, (2) *nya* substitutes pronoun when its function as object, (3) *nya* substitutes pronoun when its function as possessive. The function of enclitic *nya* in the sentence obtained in Indonesian English code mixing is possessive. The word memorize on data no. 27 consists of free and bound morphemes in Indonesian language, where prefix “di” is a bound morpheme and the verb is a free morpheme, di-memorize= they can be translated in Indonesian “dihafal” where English verb is treated as Indonesian verb with prefix -di means passive voice. Then, the word “mengidentify” on data no.41 is the form of code mixing which is formed by combining Indonesian prefix *meng-* with English word “*identify*”. Actually, the word “mengidentify” at this sentence “pernah mengidentify bentuk teks toh?” although without Indonesian prefix *meng* in the word “identify” it is still a verb. So the using prefix *meng-* is a habitual which is done by the teacher in her utterance influenced by Indonesian grammatical.

### 3) Involving a change of pronunciation

*Okey*, yang mana itu polanya? (data no. 15)



*Relax* maki' sayang (data no. 17)

Untuk bentuk *negative* (data no. 35)

Ini *happy* kata kerja atau apa? (data no. 69)

Yang *positive* ini mana polanya? (data no. 74)

This kind of code mixing occurred at the phonological level, when the teacher said the words at the sentences above in English word in English teaching learning process, she modified it to Indonesian phonological structure, for instance: the word okey, relax, negative, happy and positive were said to be oke, rileks, negatif, hepi and positif by the teacher.

## **2. The Reasons of The Teacher Uses Code Mixing in English Teaching Learning Process at Language Class in The First Grade of SMA 1 Takalar**

- Students have low level in English

The reason of teacher to mix her code in the teaching learning process was the students' level in English. The students who are taught by the teacher are from the first grade. They still have low level in English. She identified that except a few, most of student cannot communicate in English fully. She understands that the students cannot receive the material well if she used total English in the classrooms. So, she wanted to expedite communication with the students by mixing her language.

Result of interview with the teacher on 1<sup>st</sup> February 2016:

“Alasan saya itu sehingga saya combine bahasa Inggris dan Indonesia pada saat mengajar tadi yang pertama karena kemampuannya siswa yang

masih kurang dalam bahasa Inggris. Saya sengaja mencampur bahasa Inggris dengan bahasa Indonesia supaya anak-anak itu bisa mengerti”.

- Making joke

The teacher mixed her code in English teaching learning process because she wanted to make joke, she always looks for the sentences or phrase in English language that are similar with pronounce of regional language. For example: “so that” in regional language “sode’ ”, “nine two seven” in regional language “nai antu sepeng”. These joking can make the students feel more relax in teaching learning process and can understand the words easily because the words are similar with the regional language in pronounce.

Result of interview with the teacher on 1<sup>st</sup> February 2016:

“Saya juga menggabung bahasa Inggris dan Indonesia ya karena semacam lelucon, supaya anak-anak gampang mengingat bahwa ternyata ada bahasa Inggris yang sama Bahasa Makassar. Jadi kayak so that na ingat oh iya sode’, nine two seven, kalau orang Makassar nine two seven nabilang nai antu sepeng. Jadi gampangi itu naingat bahasa Inggrisnya karena ada di bahasanya (bahasa Makassar)”.

- More relaxed

The teacher felt comfortable when she used code mixing in English teaching learning process. She argued that using code mixing in giving material to students can make her more relaxed and also the students can eliminate the fear in learning English as a foreign language.

Result of interview with the teacher on 1<sup>st</sup> February 2016:

“Saya merasa nyaman juga saat menggabung bahasa Inggris dengan bahasa Indonesia di kelas. Anak-anak juga tidak terlalu khawatir belajar, tidak takut dengan bahasanya”.

- Habit

The teacher has taught English subject in Senior High School One Takalar for eleven years. She has more experiences in English teaching learning process. In other side, the teacher is multilingual, so it is something natural when the teacher speaks by mixing her language. It is because there are quite many words in English that are familiar to her and she can use them in her sentences easily so code mixing cannot be avoided by the teacher in English teaching learning process.

Result of interview with the teacher on 1<sup>st</sup> February 2016:

“Saya mengajar di SMAN 1 Takalar itu mulai tahun 2003 jadi ada faktor kebiasaan, karena sudah terbiasa mengajar siswa dengan kemampuan yang seperti ini jadi sudah biasa mencampur bahasa Inggris dengan bahasa Indonesia”.

### **3. The Students' Perception on Code Mixing Used By The Teacher in English Teaching Learning Process at Language Class in The First Grade of SMA 1 Takalar.**

N = 28

- 1) Do you like your teacher mix Indonesian and English when teaching English subject in the classroom?

Option	Frequency	Percentage
Very much	18	62%
Sometimes	11	38 %
A little	—	—
Not at all	—	—
Total	29	100%

In table 1 above, overall students confirmed that they like very much when their teacher used code mixing in English teaching and learning process, 18 (62%) of students like the use of code mixing in their English learning process.

- 2) In your opinion, when do you think the teacher mix Indonesian and English is necessary in the teaching learning process?

Option	Frequency	Percentage
Define new vocabulary	4	14 %
Practice translation	3	10%
Explain complex contents	20	69%
Provide instruction	2	7%
Total	29	100%

In table 2 above shows 20 students (69%) indicated that it is necessary for the teacher to use code mixing to explain complex concepts. Besides, 4 (14%)

of students indicated that it is necessary for the teacher to use code mixing to define new vocabulary. In addition, 3 (10%) of students stated that code mixing can help them to practice translation and 2 (7%) of students claimed that the necessary moment for teacher to mix languages when provide instruction.

- 3) If you think mix Indonesian and English is necessary in the classroom, what is the major reason?

Option	Frequency	Percentage
Understanding complex concepts	21	72%
Understanding new vocabulary	5	17%
Reducing anxiety	3	10%
Catching up with the class procedure	—	—
Total	29	100%

In table 3 above, most of student claimed that the major reason to mix Indonesian-English in English teaching learning process is for understanding complex concepts, it is about 21 (72%) of students. Some of them argued that understanding new vocabulary is the major reason to mix Indonesian and English it is about 5 (17%) and 3 (10%) of student confirmed that reducing anxiety is the major reason to mix languages.

- 4) To what extent do you understand your lesson when your teacher used English only?

Option	Frequency	Percentage
I understand easily	1	3%

I understand with some difficulty	19	66%
I can hardly understand	9	31%
I understand nothing	–	–
Total	29	100%

In Table 4 above, the results show that the biggest number of student, 19 (66%) confirmed that they understand with some difficulty when their teacher use English only in English teaching learning process without mix Indonesian and English while 9 students (31%) assumed that they can hardly understand when their teacher stick to the use of English only and just 1 student (3%) can understand easily when their teacher use English only in English teaching learning process and no one

- 5) How is your learning simplified when your teacher mixes her language (Indonesian and English) to explain the content of your course in teaching learning process?

Option	Frequency	Percentage
I learn easily	28	97%
I learn with some difficulties	1	3%
I can hardly understand	–	–
I understand nothing	–	–
Total	29	100%

In Table 5 above, 28 students (97%) confirmed that whenever teachers use code mixing to explain some aspect of the language or the course content in

general, they learn easily, while only 1 student (3%) said that they learn with difficulty.

- 6) Do you think it is helpful if teacher mix Indonesian and English in the teaching learning process?

Option	Frequency	Percentage
Very much	18	62%
Much	11	38%
A little	—	—
No	—	—
Total	29	100%

In table 6 above shows that 18 (62%) of student chose very much and 11 (38%) students choose much if teacher mix Indonesian and English in the teaching learning process, it means that using code mixing in English teaching learning process is very useful for reach learning object.

- 7) How often did the teacher mix Indonesian and English in teaching learning process?

Option	Frequency	Percentage
Always	2	7%
Often	20	69%
Sometimes	7	24%
Never	—	—
Total	29	100%

Table 7 above shows that most students, 20 (69%), stated that code mixing is often used by their teachers, 7 students (24%) said it is used sometimes, while 2 of the students (7%) claimed that code mixing is used always. The results above largely confirm the existence of code mixing by teacher.

8) In your opinion, what is the percentage should the teacher mix Indonesian and English in teaching learning process?

Option	Frequency	Percentage
20%	1	3%
40%	—	—
60%	19	66%
Others...	9	31%
Total	29	100%

In table 8 above, most of student 19 (66%) claimed that 60% should the teacher mix Indonesian and English in teaching learning process, 9 (31%) of students chose others, they are: 1 student wrote down 80%, 1 student wrote down 55%, 1 student wrote down 65% and 6 students wrote down 50% should the teacher mix her language while 1 (3%) student claimed that the percentage the teacher should mix Indonesian and English in teaching learning process is about 20%.



## B. *Discussion*

### 1. The Forms of Indonesian-English Code Mixing used by the teacher in English Teaching Learning Process at Language Class in the First Grade of SMA 1 Takalar

The results of the present study show that in English teaching learning process, the teacher at language class in the first grade of Senior High School One Takalar used code mixing. This is the result of bilingualism or multilingualism which happens in Indonesia as stated by Wardhaugh in Sutrismi (2014:8) that the phenomenon of bilingualism results in the occurrence of code switching and code mixing. Furthermore, the result reveals that multilingual country like Indonesia supports people to speak more than one language at the same time. The researcher found the numbers of utterance that contain code mixing are 99 utterances which consist of three types of code mixing. This finding supports the theory from Hoffman in Abdullah (2011), there are types of code mixing, namely intra sentential, intra lexical and involving a change of pronunciation, the most frequent of the types of code mixing used by the teacher in English teaching learning process was intra sentential code mixing (55). This finding is similar with the research have conducted by Norlaili (2012), in her research, she found that the types of code mixing are intra sentential mixing (45), involving a change of pronunciation (1) and intra lexical mixing (1).

## **2. The Reasons of The Teacher Uses Code Mixing in English Teaching Learning Process at Language Class in the First Grade of SMA 1 Takalar**

After finished collecting the data from interview with the teacher at language class in the first grade of Senior High School One Takalar, the researcher found that there are four reasons why code mixing occurs in teacher's utterance, they are: students have low level in English (1), Bhatia and Ritchie in Eunhee (2006) remark that participant roles and relationships play a very critical role in bilinguals' unconscious agreement and disagreement on language choice. That is, whether bilinguals code-mix or not depends on whom they talk to (Grosjean in Eunhee 2006). The second reason is making joke (2), according to weng and shi during the conversation, includes the conversation in classroom the speaker usually inserts some jokes, stories, some poetic quotations into an English- based conversation. The third reason is more relaxed (3) and the last reason is habit (4), the teacher at Language Class in the First Grade of Senior High School 1 Takalar claimed that using code mixing is a habit for her because she is multilingualism. Her thought are in line with Grosjean in Eunhee (2006) stated that in bilingual/multilingual communities, it is very common for speakers to code-switch and code-mix and Wardhaugh in Sutrismi (2014:8) stated that the phenomenon of bilingualism or multilingualism result in the occurrence of code switching and code mixing.

### **3. The Students' Perception on Code Mixing Used By The Teacher in English Teaching Learning Process at Language Class in The First Grade of SMA 1 Takalar.**

From the finding regarding students' perception on code mixing used by the teacher in English teaching learning process at language class in the first grade of senior high school one takalar above, it showed that most of student agreed when the teacher used code mixing in English teaching learning process, they think that using code mixing is necessary to explain complex content, define new vocabulary, practice translation and provide instruction if teacher mixed her language (Indonesian and English) to explain the content they will learn easily, using code mixing is very helpful for them and they claimed that 60% should the teacher used code mixing in English teaching learning process. Therefore, it can be concluded that most of students agreed that code mixing can make the English teaching learning process run well, as evidenced by Arifin and Husin (2011), they stated that code mixing can promote better understanding and Abbas and friend (2011) claimed that code-mixing can make communication effective while according to weng and shi, using English only in classroom would lead to frustration and anxiety because the learners cannot get enough and proper comprehensible input.

### **4. Code Mixing Analysis in English Teaching Learning Process of Senior High School 1 Takalar**

Previous studies with the topic that is almost equal to the variable Code mixing have been carried out, as conducted by Kia, L.S and friends (2001)

"Code-Mixing of English in the Entertainment News of Chinese News papers in Malaysia" in their study, it was found that some various English words were mixed into the sentences in Chinese. The most commonly used parts of speech in the sentences is noun, followed by proper noun, adjective, verb, and abbreviation. The similarity between Kia, L.S and friends' study and the writer's study are both of researchers used the same topic, it is about code mixing and both of them used qualitative quantitative to analyze the data. There also the differences between Kia, L.S and friends' study and the writer, the genre that is used in Kia, L.S and friends was entertainment news and the genre that is used in the writer's study is academic (in teaching learning process).

Then Andoni, A. N. (2014) in his study entitled "An Analysis of Code Mixing used by lecturer and students in teaching and learning process of advanced speaking class in English Education Department in Muria Kudus University" in this research, the writer found some forms of code mixing, they are: form of word, phrase, clause, word reduplication, and idiom. Then, the functions of code mixing used by lecturer and students those are functions of informational, expressive, directive and phatic. The similarity of Andoni's study and the writer is the same topic, it is analysis code mixing in teaching learning process and the object of this study. It is utterance of speaker. Andoni and the writer analyze the speaker's utterance to find out the form of code mixing. The difference of these studies is the writer analyzed the data by using qualitative quantitative design while Andoni used descriptive qualitative design to analyze the data.

Meanwhile, Prastyawan, R. E (2012) in his study entitled “Code Mixing and Code Switching Used by Teachers in SMAN 16 Surabaya” has showed that there are two kinds of code mixing occurring in the class activity, they are: word type and phrase type and the commonly reason of the teacher used code mixing is the students did not understand well when the teacher did not mix their language (Indonesian-English) in teaching and learning process. The similarity between Prastyawan’s study and this study are using the same topic and both of researchers want to find out the types of code mixing that will be used by the teacher in her utterance and find out the reason why the teacher uses code mixing in English teaching learning process. The differences of these studies are the study that conducted by prastyawan used types of mixing by Chaer and Agustina’s theory and the writer used the theory from Hoffman.

The last is the study have conducted by Rukh and friends (2012) “Students’ Attitudes towards Teachers’ Code-Mixing/Code-Switching to L1 and Its Influence on Their L2 Learning: A Case of Business Students in Sargodha”. This case study was exploratory in nature and it targets business students’ attitudes towards teachers’ code-switching/code-mixing to L1 and its influence on their overall L2 learning. The similarity of this study and the writer’s study are the same topic, it is code mixing, then quantitative as well qualitative research design was adopted for the present study and Study has incorporated and close-ended and open-ended questionnaire to collect the data and from the findings of the research, it concludes that, business students have a positive attitude towards teachers’ code-switching/code-mixing and this phenomenon has

a positive effects on L2 learning of the business students. The difference of these studies are the writer used interview as a method of collecting data and except the students' attitude or perception on code mixing, the writer also want to show the types and reason of using code mixing in English teaching learning process.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### *A. Conclusions*

Based on the research findings and discussion in the previous chapter, the researcher describes that there are three types of code mixing found in teacher' utterance during English teaching learning process. They are Intra sentential code mixing, intra lexical code mixing and involving a change of pronunciation and the results showed that the most frequent is intra sentential code mixing.

Code mixing occurs in formal and informal situation but in this research, the researcher just observed at the formal one, where code mixing occurs in English teaching learning process.

From the interview with the teacher, the researcher found four reasons why the she used code mixing in English teaching learning process, they are because: students have low level in English, making joking, more relax and habit.

Regarding students' perception on code mixing, the Researcher claimed that most of student agreed with the using code mixing in English teaching learning process at language class in the first grade of senior high school one

Takalar because code mixing can make their communication with their teacher effective.

### ***B. Suggestions***

Based on the results of this study, the writer would like to offer some suggestions to be considered as follow:

Although most of students agreed with the using code mixing in classroom, the teacher should minimize doing code mixing in the classroom. Teacher should speak English more continuously to motivate the students to speak English. So, the students will be encouraged to learn English actively. If she is continuously used English, the students will often hear her teacher using English in teaching learning process.

Finally, the writer hopes that this writing will be useful for the next study especially for students of English Education Department of UIN Alauddin Makassar who basically will become teacher. Then, this writing will attend to motivate them to improve their skill for teaching English.

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# APPENDIX 1

## Observation Sheet

No	Activities	Doing code mixing (√) or not(X)	Types of code mixing	Utterance
----	------------	---	-------------------------	-----------

1.	Greeting, checking absent and recap	✓	Intra sentential code mixing	
2.	Tell the learning objective	✓	Intra sentential code mixing	
3.	Explain the material	✓	Intra sentential code mixing. involving a change of pronunciation	
4.	Discuss with student	✓	Intra sentential code mixing, intra lexical, and involving a change of pronunciation.	
5.	Conclude, reflection and assignment		Intra sentential code mixing, intra lexical, and involving a change of pronunciation	

## APPENDIX 2

### Questionnaire for Students

#### Pengantar

Dalam kesempatan yang berbahagia ini, izinkan saya memohon kesediaan dan kerelaan hati anda untuk mengisi dan menjawab angket yang telah saya sediakan. Anda diharap memberikan jawaban yang sesuai dengan keadaan diri

anda yang sebenar-benarnya. Jawaban nyata anda sangat membantu dalam rangka penyelesaian skripsi yang sedang saya kerjakan. Dan jawaban tersebut tidak ada sangkut pautnya dengan nilai bahasa Inggris serta nilai prestasi belajar yang sedang anda tempuh. Atas bantuan anda sebelum dan sesudahnya saya ucapkan terima kasih.

### PETUNJUK MENERJAKAN

Tulislah nama, NIS serta kelas anda pada bagian yang telah disiapkan. Tugas anda adalah memilih jawaban pada setiap pernyataan yang sesuai dengan pendapat anda dengan memberikan tanda check pada kotak yang telah disediakan

Nama :

Nis :

Kelas :

1. Apakah Anda suka jika guru anda mencampur bahasa Indonesia dan bahasa Inggris saat mengajar bahasa Inggris di kelas?

- a. Sangat suka
  - b. Suka
  - c. Tidak suka
  - d. Sangat tidak suka
2. Menurut anda, kapan pencampuran bahasa Inggris-Indonesia diperlukan dalam proses belajar mengajar?
- a. Pada saat mendefenisikan kata baru
  - b. Pada saat praktek menerjemahkan
  - c. Pada saat menjelaskan isi pelajaran
  - d. Pada saat memberikan instruksi
3. Jika menurut anda mencampur bahasa Indonesia dan bahasa Inggris diperlukan di dalam kelas, apa alasan utama anda?
- a. Untuk memahami materi yang rumit
  - b. Untuk pemahaman kosakata baru
  - c. Untuk mengurangi kecemasan
  - d. Untuk mengikuti prosedur kelas
4. Sejauh mana anda memahami pelajaran ketika guru anda hanya menggunakan bahasa Inggris saja di dalam kelas?
- a. Saya mengerti dengan mudah
  - b. Saya mengerti dengan beberapa kesulitan
  - c. Saya hampir tidak bisa mengerti
  - d. Saya tidak mengerti apapun
5. Bagaimana pembelajaran anda ketika guru anda mencampur bahasanya (Indoneisan dan Bahasa Inggris) untuk menjelaskan isi pelajaran dalam proses belajar mengajar?

- a. Saya belajar dengan mudah
- b. Saya belajar dengan beberapa kesulitan
- c. Saya hampir tidak bisa mengerti
- d. Saya tidak mengerti apapun
6. Menurut anda, apakah akan sangat berguna jika guru mencampur bahasa Indonesia dan bahasa Inggris dalam proses belajar mengajar?
- a. Sangat berguna                      c. Tidak berguna
- b. Berguna                                d. Sama sekali tidak berguna
7. Seberapa sering guru anda mencampur bahasa Indonesia dan bahasa Inggris dalam proses belajar mengajar?
- a. Selalu                                  c. Kadang-kadang
- b. Sering                                  d. Tak pernah
8. Menurut Anda, berapa persen seharusnya guru anda mencampur bahasa Indonesia dan bahasa Inggris dalam proses belajar mengajar?
- a. 20%                                      c. 60%
- b. 40%                                      d. Lainnya....

### APPENDIX 3

#### Teacher's Utterances That Contain Code Mixing

Data number	Sentences
-------------	-----------

01	Ada yang masih ingat <i>recount</i> ?
02	<i>Recount</i> yang minggu lalu itu.
03	The title of the material itu adalah....
04	Siapa yang mau <i>explain</i> ?
05	Ada yang mau <i>explain</i> yang di atas itu?
06	Ada yang masih <i>memorize</i> ?
07	<i>Tense</i> yang di atas itu adalah...
08	<i>Next</i> , siapa yang bisa?
09	<i>Present tense</i> rumusnya...
10	Eh <i>past tense</i> dulu rumusnya
11	Ada yang bisa <i>explain</i> lagi?
12	Apakah itu punya bentuk <i>verbal</i> atau <i>nominal</i> ?
13	Ada bentuk <i>nominal</i> nya tidak?
14	Iya, bentuk <i>verbal</i>
15	<i>Ok</i> , yang mana itu polanya?
16	Yang bentuk <i>nominal</i> nya bagaimana?
17	<i>Relax</i> maki' sayang
18	Tapi ditambah lagi <i>perfect</i> nya disitu
19	<i>There</i> opini lain?
20	Terus <i>noun</i> ..baru?
21	<i>Ok</i> , yang menurut anda bagaimana?
22	Yang <i>to be</i> nya ini yang bagaimana?



23	Ini yang <i>positivenya</i> ini
24	Ada yang mau lanjut di <i>interrogativenya</i> ?
25	<i>Positivenya</i> kan sudah
26	Jadi di <i>memorize</i> sayang nah
27	Dan selanjutnya di' kalau <i>interrogativenya</i> ?
28	<i>Lanjut</i> untuk <i>subjectnya</i>
29	<i>Subject</i> yang mana?
30	Mana yang perlu pake <i>have</i> ?
31	Iya selebihnya itu masuk di <i>has</i>
32	Yang mana lagi <i>subjectnya</i> itu?
33	Anda sudah tahu pasangannya <i>have</i> dan <i>has</i> ?
34	Ada yang bisa buat <i>examplanya</i> itu?
35	Untuk bentuk <i>negative</i>
36	Bentuk <i>verbal</i> dan <i>nominal</i>
37	Apa bedanya <i>verbal</i> dengan <i>nominal</i> ?
38	Kapan dia pake <i>verbal</i> ?
39	Kapan dia pake <i>nominal</i> ?
40	Pernah <i>mengidentifikasi</i> bentuk teks toh?
41	Yang lain dulu, <i>examplanya</i>
42	Ada yang bentuk teks ada juga <i>tensesnya</i>
43	Yang mana <i>verb</i> tiga itu?
44	Bedakan <i>non verbal</i> dengan kata kerja....

45	Itu untuk <i>nominal</i> atau....?
46	Mana <i>verb threenya</i> ?
47	Mana kalau <i>verbal</i> ?
48	Bentuk <i>nominal</i> itu?
49	Itu saja bedakan mana <i>verbal</i> mana <i>nominal</i>
50	<i>Verbal</i> atau <i>nominal</i> ini?
51	<i>Next</i> , masih ada?
52	Jadi kalau <i>negative</i> bisa ditambah...
53	Ada yang mau ditanyakan di <i>simple present perfect</i> ?
54	Eee,,, sebelum kita masuk ke bentuk <i>past</i> ...
55	Insha Allah <i>dimemorize</i>
56	Di <i>save</i> cepat nah!
57	...,baru kita <i>move</i> ke <i>past tense</i>
58	Skali lagi <i>true</i> atau <i>false</i> ?
59	Iye, <i>relax</i> maki
60	<i>Subject</i> mana yang pakai ini?
61	<i>Subject</i> apa yang boleh pakai <i>was</i> ?
62	<i>Exampalnya</i> cocokkan dengan rumusnya
63	<i>Nominal</i> atau <i>verbal</i> ini?
64	Ini ke <i>subject</i> ...
65	Ini singkatan dari <i>non verb</i>
66	<i>Non verb</i> artinya itu...

67	<i>Ok</i> , ini kita cocokkan
68	Ini <i>subject</i> nya
69	Ini <i>happy</i> kata kerja atau apa?
70	Iya, <i>adjective</i> di'?
71	Bentuk <i>verb</i> nya lagi
72	Mana bentuk <i>verb</i> nya?
73	Siapa yang mau buat bentuk <i>verb</i> nya?
74	Yang <i>positive</i> ini mana polanya?
75	Iye, <i>verb two</i> atau kata kerja bentuk kedua
76	Terus,...ini mana <i>subject</i> nya?
77	Kata kerja bentuk <i>one</i>
78	Ini kenapa <i>verb</i> dua dia pake?
79	<i>Subject</i> mana yang pake <i>was</i> ?
80	Kalau dia sudah <i>negative</i> bukan lagi <i>verb</i> dua yang dipakai
81	Jadi bagaimana bentuk <i>negativenya</i> sekarang?
82	Apa <i>meaningnya</i> ?
83	Iya kalau <i>interrogativenya</i> ?
84	Masih ada yang mau buat <i>examplanya</i> ?
85	<i>Ok</i> kesimpulannya kalau begitu
86	Apa bedanya antara <i>simple present perfect</i> dengan <i>past tense</i> ?
87	Laki-lakinya untuk <i>simple present perfect</i>

88	Yang ini <i>nomina</i> nya yang ini verbalnya
89	Kalau yang ini bentuk <i>past</i>
90	Bangku di sini <i>nomina</i> nya
91	Yang ini <i>verba</i> nya
92	Kalau di sini <i>nomina</i> nya untuk <i>present perfect</i>
93	<i>Together</i> nah!
94	Sambil <i>memorize</i>
95	<i>Enough</i> yah
96	<i>Open</i> bukunya sayang
97	<i>Verba</i> nya <i>present perfect tense</i> bukan <i>past</i>
98	<i>Together</i> polanya
99	Apa pelajaran <i>after</i> saya?

No.	Intra Sentential	Data Number
1	Ada yang masih ingat <i>recount</i> ?	01
2	<i>Recount</i> yang minggu lalu itu.	02
3	The title of the material itu adalah....	03
4	Siapa yang mau <i>explain</i> ?	04
5	Ada yang mau <i>explain</i> yang di atas itu?	05
6	Ada yang masih <i>memorize</i> ?	06
7	<i>Tense</i> yang di atas itu adalah...	07

8	<i>Next</i> , siapa yang bisa?	08
9	<i>Present tense</i> rumusnya...	09
10	Eh <i>past tense</i> dulu rumusnya	10
11	Ada yang bisa <i>explain</i> lagi?	11
12	Apakah itu punya bentuk <i>verbal</i> atau <i>nominal</i> ?	12
13	Ada bentuk <i>nominal</i> nya tidak?	13
14	Iya, bentuk <i>verbal</i>	14
15	<i>There</i> opini lain?	19
16	Terus <i>noun</i> ..baru?	20
17	<i>Subject</i> yang mana?	29
18	Mana yang perlu pake <i>have</i> ?	30
19	Iya selebihnya itu masuk di <i>has</i>	31
20	Anda sudah tahu pasangannya <i>have</i> dan <i>has</i> ?	33
21	Bentuk <i>verbal</i> dan <i>nominal</i>	36
22	Apa bedanya <i>verbal</i> dengan <i>nominal</i> ?	37
23	Kapan dia pake <i>verbal</i> ?	38
24	Kapan dia pake <i>nominal</i> ?	39
25	Yang mana <i>verb</i> tiga itu?	43
26	Bedakan <i>non verbal</i> dengan kata kerja....	44
27	Itu untuk <i>nominal</i> atau....?	45
28	Mana kalau <i>verbal</i> ?	47
29	Bentuk <i>nominal</i> itu?	48

30	Itu saja bedakan mana <i>verbal</i> mana <i>nominal</i>	49
31	<i>Verbal</i> atau <i>nominal</i> ini?	50
32	<i>Next</i> , masih ada?	51
33	Ada yang mau ditanyakan di <i>simple present perfect</i> ?	53
34	Eee,, sebelum kita masuk ke bentuk <i>past</i> ...	54
35	Baru kita <i>move</i> ke <i>past tense</i>	57
36	Skali lagi <i>true</i> atau <i>false</i> ?	58
37	<i>Subject</i> mana yang pakai ini?	60
38	<i>Subject</i> apa yang boleh pakai <i>was</i> ?	61
39	<i>Nominal</i> atau <i>verbal</i> ini?	63
40	Ini ke <i>subject</i> ...	64
41	Ini singkatan dari <i>non verb</i>	65
42	<i>Non verb</i> artinya itu...	66
43	Iya, <i>adjective</i> di'?	70
44	Iye, <i>verb two</i> atau kata kerja bentuk kedua	75
45	Kata kerja bentuk <i>one</i>	77
46	Ini kenapa <i>verb</i> dua dia pake?	78
47	<i>Subject</i> mana yang pake <i>was</i> ?	79
48	Apa bedanya antara <i>simple present perfect</i> dengan <i>past tense</i> ?	86
49	Laki-lakinya untuk <i>simple present perfect</i> !	87
50	<i>Together</i> nah!	93

51	sambil <i>memorize</i>	94
52	<i>Enough</i> yah	95
53	<i>Open</i> bukunya sayang!	96
54	<i>Together</i> polanya	98
55	Apa pelajaran <i>after</i> saya?	99

No	Intra Lexical	Data number
1	Ada bentuk <i>nomina</i> nya tidak?	13
2	Yang bentuk <i>nomina</i> nya bagaimana?	16
3	Tapi ditambah lagi <i>perfect</i> nya disitu	18
4	Yang <i>to be</i> nya ini yang bagaimana?	22
5	Ini yang <i>positivenya</i> ini	23
6	Ada yang mau lanjut di <i>interrogativenya</i> ?	24
7	<i>Positivenya</i> kan sudah	25
8	Jadi di <i>memorize</i> sayang nah	26
9	Dan selanjutnya di' kalau <i>interrogativenya</i> ?	27
10	<i>Lanjut</i> untuk <i>subjectnya</i>	28
11	Yang mana lagi <i>subjectnya</i> itu?	32
12	Ada yang bisa buat <i>examplanya</i> itu?	34
13	Pernah <i>mengidentifikasi</i> bentuk teks toh?	40
14	Yang lain dulu, <i>examplanya</i>	41

15	Ada yang bentuk teks ada juga <i>tensesnya</i>	42
16	Mana <i>verb threenya</i> ?	46
17	Insyallah di <i>memorize</i>	55
18	Disave cepat nah!	56
19	<i>Exampalnya</i> cocokkan dengan rumusnya	62
20	Ini <i>subjectnya</i>	68
21	Bentuk <i>verbalnya</i> lagi	71
22	Mana bentuk <i>verbalnya</i> ?	72
23	Siapa yang mau buat bentuk <i>verbalnya</i> ?	73
24	Terus,...ini mana <i>subjectnya</i> ?	76
25	Jadi bagaimana bentuk <i>negativenya</i> sekarang?	81
26	Apa <i>meaningnya</i> ?	82
27	Iya kalau <i>interrogativenya</i> ?	83
28	Masih ada yang mau buat <i>exampalnya</i> ?	84
29	Yang ini <i>nominalnya</i> yang ini verbalnya	88
30	Bangku di sini <i>nominalnya</i>	90
31	Yang ini <i>verbalnya</i>	91
32	Kalau di sini <i>nominalnya</i> untuk <i>present perfect</i>	92
33	<i>Verbalnya present perfect tense</i> bukan <i>past</i>	97



No	Change of Pronunciation	Data Number
1	<i>Ok</i> , yang mana itu polanya?	15
2	<i>Relax</i> maki' sayang	17
3	<i>Ok</i> , yang menurut anda bagaimana?	21
4	Untuk bentuk <i>negative</i>	35
5	Jadi kalau <i>negative</i> bisa ditambah...	52
6	Iye, <i>relax</i> maki	59
7	<i>Ok</i> , ini kita cocokkan	67
8	Ini <i>happy</i> kata kerja atau apa?	69
9	Yang <i>positive</i> ini mana polanya?	74
10	Kalau dia sudah <i>negative</i> bukan lagi <i>verb</i> dua yang dipakai	80
11	<i>Ok</i> kesimpulannya kalau begitu	85

## APPENDIX 4

### Result of Interview

1. Apa alasan ibu mencampur bahasanya atau menggunakan code mixing pada saat mengajar tadi?

- Alasan saya itu sehingga saya combine bahasa Inggris dan Indonesia pada saat mengajar tadi yang pertama karena kemampuannya siswa yang masih kurang dalam bahasa Inggris. Saya sengaja mencampur bahasa Inggris dengan bahasa Indonesia supaya anak-anak itu bisa mengerti.
- Saya juga menggabung bahasa Inggris dan Indonesia ya karena semacam lelucon, supaya anak-anak gampang mengingat bahwa ternyata ada bahasa Inggris yang sama Bahasa Makassar. Jadi kayak so that na ingat oh iya sode', nine two seven, kalau orang Makassar nine two seven nabilang nai antu sepeng. Jadi gampangi itu naingat bahasa Inggrisnya karena ada di bahasanya (bahasa Makassar).
- Saya merasa nyaman juga saat menggabung bahasa Inggris dengan bahasa Indonesia di kelas. Anak-anak juga tidak terlalu khawatir belajar, tidak takut dengan bahasanya.
- Saya mengajar di SMAN 1 Takalar itu mulai tahun 2003 jadi ada faktor kebiasaan, karena sudah terbiasa mengajar siswa dengan kemampuan

yang seperti ini jadi sudah biasa mencampur bahasa Inggris dengan bahasa Indonesia.

#### APPENDIX 5

##### Daftar Nama Siswa Kelas X Bahasa SMA NEG. 1 TAKALAR

No	Nis	Nama
1	14290	Asrianti
2	14289	Herlina
3	14303	Risna Ayu. R
4	14299	Sri Wahyuni
5	14316	Sitti Nabila Aswil
6	-	Muh. Yusril
7	14288	Riskawati
8	14052	Usman Fajar
9	-	Kasmulyadi
10	14312	Adnan Maulana
11	-	Muh. Reza Afrilian

12	14293	Ramlah
13	-	Dewa Agung
14	14301	Wulan
15	-	Muh. Jaswar
16	14302	Syarifah Wulandari. R
17	14310	Nurheni
18	-	Muhammad Iqbal
19	14295	Anggi Pratiwi
20	14287	Sukma
21	-	Yusra Syam Yahya
22	-	Muh. Zulkarnain
23	-	Muh. Alwi
24	-	Muh. Jufrillamba
25	14296	Nurlaila Fikri Rahmadhani
26	14298	Muh. Fahri Nur Zaman
27	-	Alimuddin

28	14291	Nurwahyuni
29	-	Syarifah

### DOCUMENTATIONS



### CURRICULUM VITAE



The writer, **Khairunnisa** was born in Pattunggalengang, January 22, 1993, Gowa Regency, South Sulawesi. She was the third child out of four siblings from Alm. Syamsuddin and Salmah. She started her education at the Kindergarten Aisyiah Bustanul Atfhal Bontomaero 1. After finishing her Kindergarten, she continued her study to Elementary School Inpres Tebbakang. In 2005, she continued her study to Muhammadiyah Junior High School of Limbung and then continued her study in Senior High School 1 Wonomulyo in 2008. After graduated from Senior High School, she continued her study at Alauddin State Islamic University of Makassar, Tarbiyah and Teaching Science Faculty, English Education Department in Academic Year 2011.